

Comprehensive Progress Report

Mission:

District: The mission of CMS is to maximize academic achievement by every student in every school.

School: The David Cox family will provide a rigorous education where the learner comes first. Multiple learning strategies and community involvement will empower students to be responsible and successful citizens in a global world.

Vision:

District: CMS provides all students the best education available anywhere, preparing every child to lead a rich and productive life.

School: The David Cox family engages the whole child to achieve his or her fullest potential in a safe and supportive environment.

Goals:

Provide a duty-free lunch period for every teacher on a daily basis, to the maximum extent that the safety and proper supervision of students may allow during regular student contact hours.

Provide duty-free instructional planning time for every teacher under G.S. 115C-105.27 and -301.1, with the goal of providing an average of at least five hours of planning time per week, to the maximum extent that the safety and proper supervision of students may allow during regular student contact hours.

Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors. Increase of teacher response data on Insight Survey to be aligned with or better than the district average when responding to the statement "Across my school, there are consistent expectations and consequences for student behavior".

Increase student proficiency in Math by 10 percentage points, to 54.5% GLP and high growth status, as evidenced by the North Carolina EOG Test for grades 3-5.

Increase student proficiency in Reading by 10 percentage points, to 44.1% and high growth status, as evidenced by the North Carolina EOG Test (Reading) for grades 3-5. Increase student proficiency in K-2 Reading by 6 percentage points, to 54% and high growth status, as evidenced by the NC TRC EOY Assessment Data.

Increase student proficiency in Science by 10 percentage points, to 49.5% GLP and high growth status, as evidenced by the North Carolina EOG test for grade 5.



! = Past Due Objectives

KEY = Key Indicator

Core Function:

Dimension A - Instructional Excellence and Alignment

Effective Practice:

High expectations for all staff and students

	KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
Initial Assessment:			2019-2020: We currently have a Dynamite Dolphin Disciplinary Plan in place at Tier I with lessons and a calendar for re-teach. We also have practices in place (six) that are used to help teachers with effective classroom management. We have implemented restorative circles as a means to build culture. This year, we are implementing an addition to Tier I Core - "Caring School" curriculum for students K-5.	Limited Development 10/01/2018		
			Priority Score: 3 Opportunity Score: 3 Index Score: 9			
How it will look when fully met:			When this objective is fully met, 75% of teachers will say that "Across my school, there are consistent expectations and consequences for student behavior."		Kiesha Pride	06/30/2020
Actions				2 of 11 (18%)		
	10/4/18	Each teacher will utilize the first 15 minutes of each school day to intentionally teach Social Emotional behavior from the Caring Schools curriculum.		Complete 12/03/2018	Kimberly McGregor	12/03/2018
<i>Notes:</i>						
	10/1/18	Implement a monthly survey for teachers to complete to see where we are and provide opportunity for teachers to provide feedback on getting closer to this goal.		Complete 03/29/2019	Robinson and Ruediger	01/30/2019
<i>Notes:</i>						
	9/30/19	Each teacher will utilize the first 30 minutes of each school day to intentionally teach Social Emotional behavior from the Caring Schools curriculum and conduct circles. ***20 minutes daily for 5th grade.			Counselors	11/01/2019
<i>Notes:</i>						
	9/30/19	Each classroom will create and display a Blue Dolphin Anchor Chart outside of the classroom to so that classrooms can be rewarded and recognized for positive behavior and following the Dynamite Dolphin matrix.			Counselors	11/04/2019
<i>Notes:</i>						
	9/30/19	Establish a PBIS (Purple Dolphin) Store in which students will be able to earn purple dolphins when recognized by a staff member for			Counselors	11/18/2019

	positive student behavior and when scholars are observed for following the Dynamite Dolphin matrix. Students will be able to visit the Purple Dolphin school store to shop for incentives.			
<i>Notes:</i>				
10/4/18	Each week, teachers will focus on a different intentional teaching area according to the schedule in the Dynamite Dolphin positive behavior plan.		Grade Chairs	01/13/2020
<i>Notes:</i>				
10/4/18	The MTSS-B Tier I & Tier II Team will monitor student behavior data and report to staff each month on the progress. The team will also offer strategies to make continuous improvement.		Counselors	02/03/2020
<i>Notes:</i>				
9/30/19	The MTSS-B Tier I & Tier II Leadership Team will conduct fidelity checks monthly to ensure staff members are being intentional with explicit instruction on behavioral expectations according to the school calendar.		Counselors	02/03/2020
<i>Notes:</i>				
9/30/19	The MTSS- B Tier I & Tier II Team will develop and provide an electronic professional development tool for teachers to get additional help on behavior support strategies in the area of: Positive Behavior Game, Active Supervision, Behavior Specific Praise, Routines and Procedures		Counselors	03/17/2020
<i>Notes:</i>				
9/30/19	Each week, teachers will focus on a different intentional teaching area according to the schedule in the Dynamite Dolphin positive behavior plan.		Grade Chairs	06/12/2020
<i>Notes:</i>				
9/30/19	The MTSS-B Tier I & Tier II Team will monitor student behavior data and report to staff each month on the progress. The team will also offer strategies to make continuous improvement.		Counselors	06/12/2020
<i>Notes:</i>				
Implementation:		03/29/2019		
Evidence	3/29/2019			
Experience	3/29/2019			

<i>Sustainability</i>	3/29/2019			
-----------------------	-----------	--	--	--

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and instructional alignment			
KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>2018-2019: PLC's meet weekly for one hour with a standardized agenda, designed to ensure development of Standards aligned instruction in all content areas and grade levels. PLC members utilize district and state provided resources during this time to unpack standards and ensure lessons and student work are aligned to the standards.</p> <p>2019-2020: PLC's meet weekly for one hour (Literacy, Math and 5th Grade Science) with a standardized agenda, designed to ensure internalization of standards aligned instruction. PLC members utilize research based, core curriculum in the areas of Reading (EL Curriculum) and Math. Having the curriculum available this year, will allow teams to focus on internalization of aligned instruction and rigorous tasks with a focus on engaging all students in standards aligned instruction and rigorous tasks. Effectively scaffolding instruction will allow students to achieve mastery on the core.</p>	Limited Development 10/01/2018		
		Priority Score: 3	Opportunity Score: 2	Index Score: 6	
<i>How it will look when fully met:</i>		All teachers will provide students standards aligned instruction including learning objectives and their criteria for mastery, pre- and post-tests to assess student mastery, well-designed learning activities aligned to learning objectives, and corresponding materials that are easily accessible to be shared with colleagues. Special education and ELL teachers should be included on instructional teams to ensure that the standards-aligned instructional units address the needs of all learners.		Nickie Hinton	06/01/2020
Actions			10 of 20 (50%)		
	10/18/18	Teachers will be provided professional development on Analysis of Student Work to support the development of aligned student work.	Complete 11/30/2018	Purvi Majithia	10/24/2018

<i>Notes:</i>				
10/1/18	In order to impact EL sub groups and EC sub groups, co-teachers will engage in a book study to more effectively co-teach students in a manner that ensures all instructors are knowledgeable of standards etc., that will support the learning needs of students.	Complete 12/02/2019	Barbara Russ	10/30/2018
<i>Notes:</i> We will also need to discuss how these individuals will have time to collaborate with one another to be most successful.				
10/1/18	Teachers will conduct learning walks to gather evidence and provide feedback about how we're doing with providing standards aligned lessons and student work.	Complete 11/30/2018	Celeste A. Spears-Ellis	10/30/2018
<i>Notes:</i> Quarterly				
10/10/18	Teachers will be trained on protocols related to looking at student work alignment and determining misconceptions.	Complete 11/23/2018	ILT	10/30/2018
<i>Notes:</i>				
10/18/18	Teachers will engage in Professional Development on backwards planning design in order to improve alignment of student work to the standard.	Complete 10/24/2018	Celeste Spears- Ellis	10/31/2018
<i>Notes:</i> One Full training and then weekly support and monitoring.				
10/10/18	Distribute leadership and expertise among grade teams relative to the functions of ensuring a strong Core. IPA Process Manager, Data Doctor, Supplemental Specialist, Grade Chair.	Complete 12/28/2018	Celeste Spears-Ellis	12/01/2018
<i>Notes:</i>				
10/10/18	Ensure training for staff leaders in their PLC roles.	Complete 11/30/2018	ILT	12/01/2018
<i>Notes:</i>				
10/1/18	Teachers will be able to collaboratively develop exit tickets, student work and assessment tools and be clear about the criterion required for the demonstration of mastery.	Complete 12/03/2018	Roseann Forbes	12/30/2018
<i>Notes:</i>				
10/18/18	MTSS-A Core Leadership Team will monitor student mastery data as work improves on standards aligned student tasks, and lessons.	Complete 11/30/2018	Kiesha Pride	01/30/2019
<i>Notes:</i> Monthly MTSS Core Leadership Team Meetings				
1/2/19	In order to impact EL subgroup, co-teachers will engage in a book study to more effectively co-teach students in a manner that ensures all instructors are knowledgeable of standards etc., that will support the learning needs of students.	Complete 03/29/2019	Kiesha Pride	02/28/2019
<i>Notes:</i>				

9/29/19	Identify MTSS-A Leadership Team and calendar the dates for monthly team meetings where data is reviewed to ensure the Core is impactful.		Kiesha Pride	09/30/2019
<i>Notes:</i>				
9/29/19	Ensure co-teachers for ELL and EC are scheduled and have opportunity to meet with grade level teams once per week to plan for instruction.		Celeste Spears- Ellis	09/30/2019
<i>Notes:</i>				
9/29/19	New PLC Rubric will be developed with different "look fors" as the lessons are expected to be internalized prior to the PLC meeting and modeled/practiced for feedback, using a backward design in looking at the curriculum provided.		Joeie Puckett	10/15/2019
<i>Notes:</i>				
9/30/19	Development of new PLC look for's that will provide a clearer picture to teachers about what PLC's should look for now that there is a research based curriculum in place to use for instruction.		Joeie Puckett	10/15/2019
<i>Notes:</i>				
9/30/19	Each PLC will use internalization guides provided by the district in order to internalize the lessons prior to PLC meetings. During the PLC meetings, teams will provide feedback to ensure the taught curriculum is aligned to the standard as well as ensuring strategies for engagement are considered throughout.		Nickie Hinton	04/15/2020
<i>Notes:</i>				
9/29/19	Each PLC will monitor their progress in PLC using the rubric developed this year. On a monthly basis, each team will consider actions for improvement for the next month.		Nickie Hinton and Joeie Puckett	05/30/2020
<i>Notes:</i>				
9/29/19	PLC's will collaborate and develop common formative and summative assessments for students.		Nickie Hinton and Joeie Puckett	05/30/2020
<i>Notes:</i>				
9/29/19	ILT will review student mastery data on a weekly basis (Unit/Module Assessments), Interim Assessments (Quarterly) and additional assessments (MAPS , iStation - BOY, MOY, EOY)		Kiesha Pride	05/30/2020
<i>Notes:</i>				
9/29/19	Teachers will participate in monthly classroom visits to review instruction related to alignment and engagement.		Nickie Hinton and Joeie Puckett	05/30/2020
<i>Notes:</i>				

9/29/19	Implement new EL Curriculum (K-3) and the CMS Units (4-5) in the area of Literacy as a means to strengthen the core in ELA . This will be planned through PLC.		Nickie Hinton	06/01/2020
<i>Notes:</i>				
Implementation:		03/29/2019		
Evidence	3/29/2019			
Experience	3/29/2019			
Sustainability	3/29/2019			

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			Student support services			
	KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
Initial Assessment:			<p>2018-2019: The school is currently working to ensure full staff understanding of Core Instruction, Supplemental Instruction and Intensive Instructional Support (the new language of MTSS). We are engaging around the idea that instruction and data are indicators of classroom practices and not student abilities.</p> <p>2019-2020: David Cox will continue to work to ensure that all staff members understand that MTSS encompasses ALL students. Staff will also understand that MTSS is supporting students at the Core, Supplemental, and Intensive Instructional levels. This year, we are re-structuring MTSS teams to look differently this year. The change in structure, we believe, will help us to better respond to the data that is regularly available. The purpose remains the same - to identify problems of practice and address them in a timely manner to support student growth.</p> <p>MTSS-A Core Leadership Team (1X Per Month) - Focus on Academic Data - MAPS</p> <p>MTSS-B Core Leadership Team (1X per Month) - Focus on Disciplinary Data</p>	Limited Development 10/01/2018		

	<p>Student Supports Team (2X per Month) - MTSSB - Tier 2 and at times Tier 3 Student Supports</p> <p>MTSS-A Tier II - Child Study (1X Per Month - PLC Time) - This should follow MTSS-A Leadership Team Meetings.</p>			
How it will look when fully met:	<p>We must ensure that each teacher is consistently implementing effective teaching practices and aligning them to the same standards and skills as their peers teaching other tiers of intervention. The focus will shift to student response to instructional practices, as opposed to student deficits or failures. In doing so, we improve the success rates of struggling students and the accuracy of identifying students who truly have disabilities. We also ensure that students are receiving appropriate interventions and instructional supports.</p>		Kiesha Pride	06/01/2020
Actions		10 of 19 (53%)		
10/1/18	Ensure time in the Planning schedule for Child Study where teachers will review student data from supplemental instruction and problem solve when student mastery is below 80%.	Complete 08/22/2018	Celeste Spears- Ellis	08/16/2018
<i>Notes:</i>				
10/1/18	Define Supplemental Instruction and take staff members through a protocol to help them understand how students are selected and the Standard Treatment Protocol required for each, as well as progress monitoring.	Complete 09/26/2018	Roseann Forbes	10/01/2018
<i>Notes:</i>				
10/1/18	Provide Professional Development to all teachers on Edgenuity and Dreambox.	Complete 12/12/2018	Celeste Spears- Ellis	10/15/2018
<i>Notes:</i>				
10/1/18	Define Tier I Core Instruction for all content areas. Include definition of the Augmented Core for David Cox. [Edgenuity for Literacy 100 minutes per week during workshop - Dreambox (K-2) and Edgenuity (3-5) for 45 Minutes Per Week.]	Complete 10/31/2018	Roseann Forbes	10/31/2018
<i>Notes:</i> Reports run 2X per month - by whom to ensure we are on target across the board.				
10/18/18	Provide PD on what constitutes as evidence based instruction in all content areas.	Complete 11/30/2018	Facilitators	11/15/2018
<i>Notes:</i>				

10/1/18	The MTSS Core Leadership Team will share academic data on a monthly basis at staff meeting to discuss where we are and what actions we are taking to address any needs.	Complete 01/25/2019	Kiesha Pride	01/25/2019
<i>Notes:</i>				
10/1/18	Ensure PD regarding MTSS Systems - Core (Core Leadership Team - Formerly Tier I) , Supplemental Support (Formerly Tier 2 - Child Study Teams and CCST), and Intensive (Formerly Tier 3) supports. This will occur through the development of a flow chart and PD on the same.	Complete 01/31/2019	Kiesha Pride	01/31/2019
<i>Notes:</i>				
10/1/18	Implementation of coaching/feedback framework focused on Effective Instructional Practices.	Complete 02/15/2019	Kiesha Pride	02/15/2019
<i>Notes:</i> How will we monitor this beyond the SLT?				
10/1/18	Provide PD to staff members based upon known problem of practice, Student Engagement. (Using Get Better Faster)	Complete 03/29/2019	Nickie Hinton	03/28/2019
<i>Notes:</i> Reference Professional Development Plan				
10/1/18	Monitor unit assessments via data dashboards and problem solve areas where success rates are below 80%. Make this process systematic in Child Study following unit assessments.	Complete 06/03/2019	Nickie Hinton	04/25/2019
<i>Notes:</i> This will occur weekly during ILT Leadership Team Meetings with Facilitators.				
9/30/19	Ensure that time is built in the master schedule for Child Study (MTSS-A Tier II) where teachers are given the opportunity to analyze student data and create supplemental interventions for those students who are below grade level.		Assistant Principal	09/02/2019
<i>Notes:</i>				
9/30/19	Ensure that general education and EC/ESL teachers are consistently collaborating weekly during Literacy PLC in an effort to support EC/ELL learners.		EC and ESL Support Staff	10/03/2019
<i>Notes:</i>				
9/30/19	Implementation of coaching/feedback framework focused on Effective Instructional Practices.		Admin Team	10/14/2019
<i>Notes:</i>				
9/30/19	Create grade level/teacher data trackers to monitor mastery and non-mastery of skills and objectives and to determine additional/supplemental supports that may be needed to support learners.		Facilitators	10/21/2019

Notes:						
9/30/19		Provide professional development for staff on a MTSS Overview. ***To be facilitated by the NELC MTSS Specialist.			Kiesha Pride	11/12/2019
Notes:						
9/30/19		Provide staff with supplemental instructional resources and guide them through how students are selected for Standard Treatment Protocol and how to progress monitor accordingly.			Facilitators	11/18/2019
Notes:						
9/30/19		The MTSS- A (Tier I) Leadership Team will share school wide academic data on a monthly basis at staff meeting to discuss where we are and what actions we are taking to address any needs.			Facilitators	11/20/2019
Notes:						
9/30/19		Monitor grade level data trackers to ensure that teachers are creating a plan of action to support those learners needing enrichment and remediation.			Instructional Leadership Team	06/12/2020
Notes:						
9/30/19		Staff will participate in monthly professional development around Targeted Support and Improvement to support learning and achievement efforts for Students with Disabilities.			Nickie Hinton	06/12/2020
Notes:						
	KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
Initial Assessment:			2018-2019 . David Cox will implement the Caring School Curriculum through the designated culture building time which has been identified as the first 15 minutes of the school day. 2019-2020: Each teacher will utilize the first 30 minutes of each school day to intentionally teach Social Emotional behavior from the Caring Schools curriculum and conduct circles. ***20 minutes daily for 5th grade.	Limited Development 10/01/2018		
How it will look when fully met:			Provide a positive school climate under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors.		Jeffrey Reudiger	06/01/2020

	All teachers will utilize the Caring School curriculum as the base for their 30 minute culture building sessions each day. Doing so will help our students learn to identify and understand their emotions and can teach students strategies for successfully managing their emotions. Teachers will also use the curriculum as a base for teachable moments as they occur each day and help students navigate these situations better such that they do not result in behavior referrals, rather in learning outcomes.			
Actions		7 of 14 (50%)		
10/4/18	Identify a Bully Liaison	Complete 10/01/2018	Celeste Spears- Ellis	09/01/2018
<i>Notes:</i>				
10/4/18	Implement Positive Behavior Supports system throughout the school and in classrooms.	Complete 09/03/2018	Kevin Oliphant	09/30/2018
<i>Notes:</i>				
10/4/18	Establish and Maintain consistent behavior expectations throughout the school environment.	Complete 10/01/2018	Kevin Oliphant	10/01/2018
<i>Notes:</i>				
10/1/18	Train Teachers on the Caring School Curriculum.	Complete 10/31/2018	Kiesha Pride	10/15/2018
<i>Notes:</i> Fidelity Checks?				
10/1/18	Share success stories during faculty meetings.	Complete 11/30/2018	Celeste Spears- Ellis	11/30/2018
<i>Notes:</i>				
10/4/18	The School Health Team will meet quarterly to ensure implementation of the districts wellness plan for staff and students.	Complete 03/29/2019	Kimberly McGregor	02/28/2019
<i>Notes:</i>				
9/29/19	Develop a master schedule to include 30 minutes of Culture Building time for each HR classroom at the start of the day.	Complete 09/02/2019	Kiesha Pride	08/26/2019
<i>Notes:</i>				
9/30/19	Conduct a Panorama SEL survey twice per year in order to measure students' and teachers' perceptions of Social Emotional Learning and provide educators with actionable strategies to build students' SEL skills.		Kiesha Pride	10/21/2019
<i>Notes:</i>				
9/30/19	Provide bullying and harassment information regularly through the school counselor as well as through school activities and closed circuit		Counselors	10/21/2019

			broadcasts at the start of the day to keep students and parents informed.			
			<i>Notes:</i>			
	9/30/19		The school counselors will develop a rotation schedule for having classroom guidance and will utilize this time to also work on ways students might manage their own social/emotional behavior.		Counselors	10/21/2019
			<i>Notes:</i>			
	9/29/19		The student services team will conduct monthly class visits for circles to provide feedback to staff about the same.		Lorese Robinson	11/15/2019
			<i>Notes:</i>			
	9/29/19		Develop walkthrough for Culture Building time.		Kiesha Pride	11/15/2019
			<i>Notes:</i>			
	9/30/19		Conduct fidelity checks on the implementation of the Caring School Curriculum.		Admin Team and Support Staff	12/09/2019
			<i>Notes:</i>			
	9/30/19		Share disciplinary data monthly at staff meetings and discuss progress and/or improvement actions. (MTSS-B Tier I Leadership Team)		Counselors	01/22/2020
			<i>Notes:</i>			
	KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
	<i>Initial Assessment:</i>		David Cox currently holds a Beginner's Night for families of students coming in to Kindergarten. We do have a staggered entry program that provides opportunity for the teachers to see the needs of the students. This allows us to carefully place the students. Parent orientation was instituted this year in order to help parents better support their students.	Limited Development 10/01/2018		
			Priority Score: 2 Opportunity Score: 3 Index Score: 6			
	<i>How it will look when fully met:</i>		This year, we will help our Kindergarten Teachers better understand PK/CMS data. Some of our students who did attend PK mostly attended CMS PK or other NC based PK programs. Our teachers will be able to utilize this data in order to better provide personalized learning for students having additional data.		Amber Thompson	02/28/2020

Actions		2 of 7 (29%)		
10/1/18	Training for Kindergarten Teachers to understand the EOY PK Data.	Complete 11/30/2018	Camille Catchings	11/01/2018
<i>Notes:</i>				
10/1/18	Reach out to 3 additional schools to determine what is in place for their transition to Kindergarten to garner additional ideas for improvement in this area.	Complete 03/29/2019	Tina Eng	02/01/2019
<i>Notes:</i>				
9/29/19	Engage staff and parents in determining how we can improve the transition to Kindergarten from outside CMS and from our CMS Pre-K programs.		Amber Thompson	12/01/2019
<i>Notes:</i>				
9/30/19	Plan for the counselors at Ridge Road Middle School to come and support the scholars at David Cox in course selections for the following year.		Jeffrey Reudiger	04/01/2020
<i>Notes:</i>				
9/30/19	Connect with Ridge Road Middle School and have a panel of their scholars facilitate a Q & A for the 5th grade scholars at David Cox.		Jeffrey Reudiger	04/15/2020
<i>Notes:</i>				
9/30/19	Conduct parent information sessions for both future David Cox scholars and 5th grade parents to engage them in conversations around grade level transitions.		Counselors	05/01/2020
<i>Notes:</i>				
9/30/19	Connect with the Ridge Road counselors to plan opportunities for our scholars to attend RRMS events.		Jeffrey Reudiger	06/12/2020
<i>Notes:</i>				
Implementation:		03/29/2019		
Evidence	3/29/2019			
Experience	3/29/2019			
Sustainability	3/29/2019			

Core Function:	Dimension B - Leadership Capacity
Effective Practice:	Strategic planning, mission, and vision

	KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<p>CMS is structured in such a way that each school is within a learning community of smaller numbers of schools. The learning community operates underneath the overall district Strategic Plan focused on improved outcomes for students.</p> <p>All school leaders attend Monthly Principal meetings at the District Level where the focus is on improvement efforts aligned with the districts Strategic Plan: What Matters Most. Following that meeting, Learning communities meet to support efforts of change implementation at the school level. The Learning Communities as well as various department experts are available to support the schools toward school improvement efforts. This support is easily accessible. All Learning Communities and Departments are aligned and linked through the ILT process of continuous improvement.</p>	Full Implementation 10/01/2018		
	KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices.(5137)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<p><u>2018-2019</u> David Cox currently has an MTSS Core Leadership Team that meets 1X per month to review data and identify any problems of practice to address. This team is to share out at Staff Meeting 1X per month about data and the efforts designated to improve them.</p> <p>We also have a School Leadership Team that meets once per month whose main function is to monitor our SIP and ensure that necessary actions are being taken, are effective and are having the desired impact.</p> <p><u>2019-2020</u> . David Cox has re-structured MTSS teams to look differently this year. The change in structure, we believe, will help us to better respond to the data that is regularly available. The purpose remains the same - to identify problems of practice and address them in a timely manner to support student growth.</p> <ul style="list-style-type: none"> • MTSS-A Core Leadership Team (1X Per Month) - Focus on Academic Data - MAPS • MTSS-B Core Leadership Team (1X per Month) - Focus on Disciplinary Data 	Limited Development 10/01/2018		

	<ul style="list-style-type: none"> Student Supports Team (2X per Month) - MTSSB - Tier 2 and at times Tier 3 Student Supports MTSS-A Tier II - Child Study (1X Per Month - PLC Time) - This should follow MTSS-A Leadership Team Meetings. School Leadership Team (1X per month - monitors the Actions of the SIP to ensure everything is moving forward as it should.) 			
How it will look when fully met:	<p>The SLT will meet regularly where all members understand their specific duties. The team will review the SIP and develop actions to support the school in better meeting the needs of the students. This will result in a well implemented school improvement plan that is revised as needed and monitored to provide the best opportunities for the school to meet its goals.</p> <p><u>2019-2020:</u> Each of the teams identified above will operate according to a pre-determined agenda to address school data. We should see a continuous improvement cycle in place as each of the teams operate throughout the year.</p>		Kiesha Pride	06/01/2020
Actions		0 of 9 (0%)		
9/29/19	Develop structured agendas for each team to drive the work forward.		Kiesha Pride	10/30/2019
<i>Notes:</i>				
9/29/19	Garner the support of MTSS District Support to attend the MTSSA Leadership Team meetings to help support strengthening the Core Instructional Program.		Celeste Spears- Ellis	10/30/2019
<i>Notes:</i>				
9/29/19	The ILT will collaborate on a monthly basis during calibration time, in order to review coaching notes across the school to look for trends to impact future professional development opportunities.		Joeie Puckett	04/30/2020
<i>Notes:</i>				
9/29/19	MTSSA and MTSSB Data will be shared at SLT each month to allow the team to determine progress towards school goals.		Facilitators/Counselors	05/30/2020
<i>Notes:</i>				
9/29/19	The Administrative Team will discuss data regularly during Admin Team meetings related to how the PLC's are progressing towards their goals.		Celeste Spears- Ellis	05/30/2020
<i>Notes:</i>				

9/29/19	SLT communications to be shared on the first "B" Day following SLT Meetings. These will be identified and place on the calendar so that all parties will know what is to take place on each "B" day meeting. The Grade Level SLT rep will be responsible to share information/actions from the SLT meeting.		Grade Level SLT Reps	06/01/2020
<i>Notes:</i>				
9/29/19	Ensure MTSS-B Data and associated actions are shared at staff meetings on the last Wednesday of the Month.		Jeffrey Reudiger	06/01/2020
<i>Notes:</i>				
9/29/19	Hold all meetings as scheduled throughout the year. Ensure communication channels/structures following each meeting to ensure the work moves forward. Ensure all members of each team understand the process.		Kiesha Pride	06/01/2020
<i>Notes:</i>				
9/29/19	Ensure MTSS-A Data and associated actions are shared at staff meetings on the last Wednesday of the month		Joeie Puckett	06/30/2020
<i>Notes:</i>				

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Distributed leadership and collaboration			
		B2.01	School culture promotes and supports the physical, social, emotional, and behavioral health of all school personnel. (5855)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			2019-2020: <ul style="list-style-type: none"> Duty free lunch periods are provided to staff for 50% of the school year on a rotating schedule in order to ensure the safety of students with proper student/staff ratios. PLC Meetings where teachers are free to share successes and failures. All meetings are started with a Community Building Circle and celebrations. HR Team Lead will present professional development on the Code of Conduct. Development of a School Health Team to promote and support the Physical, Social, Emotional and Behavioral Health of all School Personnel. 	Limited Development 10/01/2018		

	Priority Score: 2	Opportunity Score: 2	Index Score: 4		
How it will look when fully met:	The school will have developed a school health team charged with the development of a Vision for our school, who will develop a plan to support school personnel in the areas of physical, social, emotional, and behavioral health of all school personnel. After the development of specific activities/offerings in each area, staff will participate and/or set their own goals around their own individual health in the different areas to positively impact the morale of staff members.			Dalia Razo	06/01/2020
		2019-2020: The school will develop a "Culture Building/School Spirit" team who in addition with the school health team, will provide opportunities for staff to engage in morale boosting activities and events.			
Actions			5 of 9 (56%)		
10/4/18	Adults and students will provide models for appropriate cafeteria behavior.		Complete 10/31/2018	Grade Chairs	10/01/2018
<i>Notes:</i>					
10/1/18	Hire a cafeteria monitor.		Complete 12/03/2018	Kiesha Pride	11/01/2018
<i>Notes:</i>					
10/1/18	Create a schedule to implement duty free lunch to staff.		Complete 11/01/2018	Kiesha Pride	11/01/2018
<i>Notes:</i>					
10/4/18	Provide training for cafeteria monitors in utilizing positive disciplinary strategies and relationship building.		Complete 03/29/2019	Kevin Oliphant	01/15/2019
<i>Notes:</i>					
10/4/18	Provide professional development on conflict resolution to the staff.		Complete 03/29/2019	Kiesha Pride	02/28/2019
<i>Notes:</i>					
9/30/19	Engage staff in community building circles before the start of all staff, PLC, and leadership team meetings.			Lorese Robinson	12/01/2019
<i>Notes:</i>					
9/30/19	Allow opportunities for staff to engage in quarterly long range planning to reduce the stress and load of planning in this inaugural year with new adoptions.			Facilitators	12/12/2019

Notes:						
9/30/19		Create "Amnesty" days in which grade levels will have the opportunity to have lunch and conversation as a team.			Kiesha Pride	12/16/2019
Notes:						
9/30/19		The administrative team will engage staff in quarterly "coffee chats" has an informal opportunity to engage in professional conversation.			Administrative Team	12/16/2019
Notes:						
Implementation:				09/29/2019		
Evidence		9/29/2019 This has not been fully met.				
Experience		9/29/2019 This area will need significant modification. Only dates had been entered and the Principal does not agree with that being the only evidence that was entered on 3/29/2019				
Sustainability		9/29/2019 This area could certainly be strengthened. There is no clear process for PK to Kindergarten				
KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)		Implementation Status	Assigned To	Target Date
Initial Assessment:		<p>2018-2019: Currently we have established PLC's on all instructional grade levels K-5 in Literacy and Math. Connect and Support Staff also have established PLC teams however a focus on their development and embedded systems to support Literacy and Math goals is underway. MTSS teams are established as well are SLT & ILT teams are established.</p> <p>2019-2020: This year we continue to refine the work of our teams to make it clear to all PLC members. We will also modify our PLC structure to support internalization and practice/modeling.</p>		Limited Development 10/01/2018		
		<p>Priority Score: 3</p> <p>Opportunity Score: 2</p> <p>Index Score: 6</p>				
How it will look when fully met:		All teams ILT, SLT, MTSS, and PLC will function around structure meeting protocols and agenda to ensure the planning, work, and decision making is centered on student achievement. This will be			Kiesha Pride	06/01/2020

	evident in agenda meeting minutes, observational data, and increases to student outcome data. There will also be designated meeting times and dates for each meeting.			
Actions		4 of 12 (33%)		
10/1/18	Agenda meetings for PLC, ILT, and MTSS meetings will be kept and stored on Google Drive.	Complete 10/30/2018	Roseann Forbes	10/30/2018
	Notes:			
10/1/18	Establish a calendar of meeting dates and times for SLT, ILT, MTSS.	Complete 10/30/2018	Kiesha Pride	10/30/2018
	Notes:			
10/1/18	Provide professional development on effective teaming practices.	Complete 11/30/2018	Kiesha Pride	10/30/2018
	Notes: PLC Training at the start of the year. MTSS Training SLT Training on teams purpose.			
10/1/18	Establish protocols/ guidelines for each team's meeting purposes (ILT, MTSS, PLC)	Complete 03/29/2019	Kiesha Pride	03/15/2019
	Notes:			
9/29/19	Enlist the support of MTSS Support to help ensure effective implementation of MTSS practices.		Celeste Spears- Ellis	10/01/2019
	Notes:			
9/29/19	Develop new structure for more effective MTSS operations to support the work of the school relative to academics and behavior.		Kiesha Pride	10/01/2019
	Notes:			
9/29/19	Establish and Communicate MTSS Meeting dates at all levels.		Kiesha Pride	10/01/2019
	Notes:			
9/29/19	Provide Training to all staff members on MTSS		Morgan Murphy	11/01/2019
	Notes:			
9/29/19	Establish Standing agendas for MTSS-A and MTSS-B, Student Supports, Child Study.		Kiesha Pride	11/01/2019
	Notes:			
9/29/19	Create MTSS foldable with information for staff to reference MTSS at DCRES		MTSS Team	12/01/2019
	Notes:			

9/29/19	Provide ongoing PD to staff re: MTSS-B Tier I Supports. Monthly - End of Month when MTSS report outs happen for the B and A team of MTSS.		Kiesha Pride	05/30/2020
<i>Notes:</i>				
9/29/19	Monitor the MTSS Improvement plan on a monthly basis during SLT meetings to ensure the teams are moving in the right direction.		Kiesha Pride	05/30/2020
<i>Notes:</i>				
Implementation:		03/29/2019		
Evidence	3/29/2019			
Experience	3/29/2019			
Sustainability	3/29/2019			

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Monitoring instruction in school			
	KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
Initial Assessment:			<p>2018-2019: The Principal and Assistant Principal monitor curriculum and instruction by the following:</p> <ul style="list-style-type: none"> • Rotation Schedule for Informal Walkthroughs that are placed on their individual schedules by week. • Rotation Schedule for Instructional Planning participation each week. • Formal Observation Schedule for the year. • Monitors the data dashboard for areas of strengths and needs. • Goal set for Instructional Participation for Principal and Assistant Principal is 50% <p>2019-2020:</p> <ul style="list-style-type: none"> • Rotation Schedule for Informal Walkthroughs that are placed on their individual schedules by week. • Rotation Schedule for Instructional Planning participation each week. (Feedback) 	Limited Development 10/01/2018		

	<ul style="list-style-type: none"> Formal Observation Schedule for the year. Participate in and Monitor Administrative formal and informal feedback to teachers. 			
How it will look when fully met:	Focus the principal's role on building leadership capacity, achieving learning goals, and improving instruction. This will be achieved through careful and purposeful scheduling and calendaring of formal and informal observations, planned PLC observations and classroom walkthroughs. Monitoring of the coaching feedback model will also support the improvement of teacher practices and student achievement.		Celeste Spears- Ellis	06/01/2020
Actions		8 of 16 (50%)		
10/1/18	Create a calendar for formal and informal observations.	Complete 08/16/2018	Celeste Spears- Ellis	10/30/2018
<i>Notes:</i>				
10/1/18	Create a schedule to include observation of PLC and classroom walkthroughs.	Complete 09/01/2018	Celeste Spears- Ellis	10/30/2018
<i>Notes:</i>				
10/4/18	Principal and Assistant Principal will post daily schedules outside of offices daily to remind staff members of instructional goals and garner support for achieving the goal.	Complete 11/01/2018	Pride and Ellis	10/31/2018
<i>Notes:</i>				
10/1/18	Create a system for monitoring Coaching Feedback Framework to provide support to Coaches and Coachees.	Complete 11/01/2018	Celeste Spears- Ellis	11/01/2018
<i>Notes:</i>				
10/4/18	Principal and Assistant Principal will attend a minimum of 1 Instructional Planning Meeting each week and make priority to attend meetings where data suggests most necessary.	Complete 11/15/2018	Celeste Spears- Ellis	11/15/2018
<i>Notes:</i>				
10/4/18	The Principal and Assistant Principal will conduct focused informal walks to inform future Professional Development and/or implementation of current initiatives.	Complete 03/29/2019	Celeste Spears- Ellis	01/15/2019
<i>Notes:</i> Monthly focus shifts, but weekly walks				
10/4/18	Principal and Assistant Principal will create a data wall for tracking success with 50% of our time on Instruction (PLC Meetings, Informal Walkthroughs, Coaching/Feedback participation, Calibration, Professional Development) This will be tracked weekly.	Complete 04/25/2019	Celeste Spears- Ellis	01/15/2019

<i>Notes:</i>				
10/4/18	The Principal and Assistant Principal will participate in one Coaching Feedback cycle each week to participate in providing informal feedback to teachers on their practice as well as to provide feedback to the coaches.	Complete 04/25/2019	Ellis and Pride	04/25/2019
<i>Notes:</i>				
9/30/19	The coaching team will engage in Monthly calibration efforts to ensure the entire team is aligned on classroom "look fors".		Celeste Spears- Ellis	05/30/2019
<i>Notes:</i>				
9/30/19	Development of a tiered coaching system for classroom teachers to receive face to face feedback from an instructional leader.		Celeste Spears- Ellis	10/01/2019
<i>Notes:</i>				
9/30/19	Create a system for monitoring Coaching Feedback Framework to provide support to Coaches and Coachees. Principal and AP will do this collaboratively at minimum 2x per month.		Celeste Spears- Ellis	10/30/2019
<i>Notes:</i>				
9/29/19	Principal will invite the Equity Team to walk with teachers and discuss results of walkthrough on a monthly basis. (Schedule out for the year)		Celeste Spears- Ellis	11/01/2019
<i>Notes:</i>				
9/30/19	Collaborative development of a common understanding of expectations for effective teaching. We will utilize the district adopted 4 areas for Instructional Excellence.		Kiesha Pride	11/15/2019
<i>Notes:</i> 1. Opportunities to work on grade-appropriate assignments. 2. Strong Instruction where students do most of the thinking. 3. Deep engagement in learning 4. Teachers hold high expectations for students and believe that they can meet grade-level standards.				
9/29/19	Principal will coach facilitators in how to impact PLC time to address data from walkthroughs (Collaborative and regular informal).		Celeste Spears- Ellis	05/30/2020
<i>Notes:</i>				
9/29/19	Principal will engage the ED with monthly walkthroughs of classroom instruction to provide consistent feedback on progress of alignment and engagement to determine next steps.		Celeste Spears- Ellis	06/01/2020
<i>Notes:</i>				

9/30/19	Principal and Assistant Principal will provide informal feedback to teachers based on a rotation schedule to be sure all teachers receive informal feedback form an administrator on a regular basis.		Celeste Spears- Ellis	10/01/2020
Notes:				

Core Function:			Dimension C - Professional Capacity			
Effective Practice:			Quality of professional development			
	KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<p>2018-2019:</p> <p>The MTSS School Leadership Team (Core) - Looks at school-wide data 1X per month to focus on areas that need schoolwide attention.</p> <p>Classroom level data is reviewed by classroom teachers as a means to reflect on student learning and instructional practices. All teachers plan instruction in order to achieve a minimum of 80% mastery for their students. All teachers understand the need to reflect on instructional practices and content alignment when falling short of that goal. This data review happens daily and weekly as teachers maintain and review their student performance data individually and in PLC Meetings.</p> <p>The Instructional Leadership Team monitors classroom data regularly in weekly meetings (Unit Assessments, Interim Assessments and Re-Teach Data). The ILT looks for grade levels and classrooms where student data indicates areas that need attention. The ILT responds in a variety of ways to support necessary improvements in various areas.</p> <p>The DILT works alongside members of the ILT and the district level ILT to engage in planning for professional development to ensure alignment with the district goals, as well as identified needs in the building based on a variety of data sources. The focus is on improving practice to impact student achievement using actions of highest leverage.</p> <p>PLC Teams meet weekly during Child Study Meetings to review Supplemental Instructional data to determine progress of students and make decisions about next steps.</p>	Limited Development 10/01/2018		

	<p>The School Leadership Team will monitor all of the actions of the school improvement plans and make recommendations for revisions and/or actions as needed.</p> <p><u>2019-2020</u> . Each team will thoroughly understand their role and the communication system built in to ensure all stakeholders are aware of what the data says at all times and what actions are to be used to address the data if there is a change. Communication systems are key in helping all teams know where they are according to the goal.</p>			
	<p>Priority Score: 3</p> <p>Opportunity Score: 2</p> <p>Index Score: 6</p>			
How it will look when fully met:	<p>2018-2019: SLT, ILT, and and MTSS teams will me regularly with set agenda protocols. These teams will consider both disaggregated student outcome data and data on patterns of professional practice to determine professional development needs and plan appropriate professional development.</p> <p><u>2019-2020</u> . Each team will thoroughly understand their role and the communication system built in to ensure all stakeholders are aware of what the data says at all times and what actions are to be used to address the data if there is a change. Communication systems are key in helping all teams know where they are according to the goal.</p>		Kiesha Pride	06/01/2020
Actions		5 of 10 (50%)		
10/1/18	Set meeting dates and times for ILT, SLT, and MTSS Tier Meetings	Complete 10/15/2018	Celeste Spears- Ellis	10/15/2018
<i>Notes:</i>				
10/4/18	Meeting Protocols/Expectations and Agendas will be written, communicated, utilized and stored appropriately for all groups (SLT, ILT, DILT, MTSS Leadership, Child Study) such that members fully understand their roles and responsibilities for the same to positively impact instruction.	Complete 12/03/2018	Kiesha Pride	11/01/2018
<i>Notes:</i>				
10/4/18	Develop Professional Development Plan based on data	Complete 12/03/2018	Kiesha Pride	11/01/2018
<i>Notes:</i>				
10/4/18	Present Data Monthly at Staff Meetings (MTSS Leadership Team (CORE)	Complete 03/29/2019	Kiesha Pride	01/15/2019
<i>Notes:</i>				

10/4/18	Provide differentiated Professional Development utilizing teachers to share their areas of expertise	Complete 03/22/2019	Purvi Majithia	01/30/2019
<i>Notes:</i>				
9/29/19	Develop and implement assessment calendar that includes universal screening, benchmark, diagnostic, and progress monitoring assessments.		Kiesha Pride	10/15/2019
<i>Notes:</i>				
9/29/19	Utilize Title 1 Funds to support classroom substitutes for teachers to attend PD opportunities that support student achievement (engagement best practices as well as practices with the new EL curriculum)		Celeste Spears- Ellis	11/01/2019
<i>Notes:</i>				
9/29/19	Student Services Team (Counselors and Social Worker) will be addressing Chronic Absenteeism and developing additional plans to support. This data will be monitored by the Student Services Team and progress/efforts shared with staff.		Lorese Robinson	06/01/2020
<i>Notes:</i>				
9/29/19	Present School-wide Data Monthly at Staff Meetings (MTSS Leadership Team (CORE) - In addition to MOY and EOY data.		Kiesha Pride	06/01/2020
<i>Notes:</i>				
9/29/19	Collect weekly and bi-weekly progress monitoring data to monitor implementation of action plans aligned to data and progress of students.		Nickie Hinton	06/01/2020
<i>Notes:</i>				
Implementation:		09/29/2019		
Evidence	3/29/2019			
Experience	3/29/2019			
Sustainability	3/29/2019			

Core Function:	Dimension C - Professional Capacity
Effective Practice:	Talent recruitment and retention

	KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
Initial Assessment:			<p>2018-2019: The NC Teacher evaluation system is utilized with all staff in the building. Training around the assessment tools is provided to all staff at the beginning of the school year. David Cox has implemented a tiered approach to coaching teachers. All teachers in the building are coached regularly to improve their instructional skills at a faster rate than the current NC Teacher Evaluation feedback model allows. The coaching model this year will ensure strategic and intensive support to staff in our building. The Coaches have been trained and will undergo calibration efforts prior to implementation to ensure alignment with the Scope and Sequence being used from Paul Bambrick's "Get Better Faster" The state of NC has implemented a reward system, however the school is working to implement a system of recognition within the school.</p> <p>2019-2020: David Cox will continue with the aforementioned implementation efforts related to evaluating and coaching. In addition, we will engage staff in culture building and morale efforts.</p>	Limited Development 10/01/2018		
How it will look when fully met:			<p>2018-2019: All staff will be trained the on the NC Evaluation system and receive scheduled feedback during the school year on a consistent basis. Coaching will be provided to all staff during the school year on a tired basis to ensure all staff are being supported at their level as evident by coaching logs and performance on student achievement goals. Coaching feedback will be held as a top priority.</p> <p>2019-2020: David Cox will continue with the aforementioned implementation efforts related to evaluating and coaching. In addition, we will engage staff in culture building and morale efforts.</p>		Celeste Spears- Ellis	06/01/2020
Actions				4 of 15 (27%)		
	10/1/18	Train all staff on the NC Evaluation tool.		Complete 08/16/2018	Kiesha Pride	09/01/2018
Notes:						
	10/4/18	Engage Staff members around the development of systems for recognition based on the work being done in improvement efforts.		Complete 06/01/2020	Grade Chairs	10/01/2018
Notes:						
	10/1/18	Train staff on our coaching framework and model.		Complete 09/26/2018	Kiesha Pride	10/30/2018

Notes:				
10/18/18	Staff will develop an aligned anonymous tool to provide feedback to administrators on indicators aligned with the McRel tool and the SIP.	Complete 03/29/2019	Heather McDonnell	02/01/2019
Notes:				
9/30/19	Train all staff on the NC Evaluation tool.		Kiesha Pride	08/29/2019
Notes:				
9/29/19	Provide coaches ongoing training through calibration to ensure fidelity and consistency among coaches.		Celeste Spears- Ellis	10/01/2019
Notes:				
9/30/19	Implement Coaching Model with all staff members according to the Tiered System		Administrative Team	10/15/2019
Notes:				
9/29/19	Train staff on our coaching framework and model.		Kiesha Pride	10/30/2019
Notes:				
9/29/19	Implement teacher of the month to recognize teachers for upholding practices that create student growth and positive culture.		Shakethia Davis	10/30/2019
Notes:				
9/29/19	Principal and AP will work with Culture Committee to develop additional rewards for staff throughout the year.		Kiesha Pride	01/30/2020
Notes:				
9/29/19	Culture Committee will do a monthly survey and implement strategies such that we increase the percentage of teachers who indicate that my school is a good place to teach and learn.		Lorese Robinson	05/30/2020
Notes:				
9/29/19	Provide Monthly informal Principal and AP talks for staff to participate in and share ideas for school improvement/staff retention.		Kiesha Pride	06/01/2020
Notes: Keep Meeting Dates here				
9/30/19	Engage Staff members around the development of systems for recognition based on the work being done in improvement efforts.		Grade Chairs	06/12/2020
Notes:				
9/30/19	Provide coaches ongoing training through calibration to ensure fidelity and consistency among coaches.		Celeste Spears- Ellis	06/12/2020
Notes:				

9/29/19	Implement Coaching Model with all staff members according to the Tiered System		Celeste Spears- Ellis	10/01/2020
Notes:				

Core Function:			Dimension E - Families and Community		
Effective Practice:			Family Engagement		
	KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To
Initial Assessment:			<p>2018-2019: This year, 4-5 parent engagement night have been added to the calendar. The purpose of Parent Nights is to engage parents in conversation around understanding their students performance data, as well as to learn and practice effective strategies to implement at home to strengthen Language Arts and Math skills.</p> <p>Parent Square is used as a school-wide communication tool to ensure easy communication between home and school. Student agenda books are used in grades 3-5 as an additional communication tool and organizational tool for students.</p> <p>ConnectEd mass telephone communication is used to communicate with parents.</p> <p>Grade Level Teams and Specialists provide a monthly newsletter to communicate with parents.</p> <p>Parent Teacher Conferences are held with parents each year to keep them abreast of their student specific strengths/needs.</p>	Limited Development 10/01/2018	
How it will look when fully met:			2018-2019: Parent participation in our Got Skills nights and Parent Conferences will be over 60%. Our communication with parents via Parent Square will be increased to all classroom teachers utilizing parent square at least one time per week. Content specific strategies and tips will be sent home bi-weekly to parents as well to support families at home with content development with their children.		Nickie Hinton 06/01/2020
Actions				7 of 13 (54%)	
10/1/18			Train staff on ParentSquare.	Complete 10/31/2018	Grade Chairs 10/15/2018

<i>Notes:</i> Use Online Tools				
10/1/18	Create a calendar of Parent Nights and communicate out to staff and parents.	Complete 10/15/2018	Roseann Forbes	10/15/2018
<i>Notes:</i>				
10/1/18	Create a calendar of when Content Specific at home support strategies will be sent home to parents. Reading, Math, & Science.	Complete 02/28/2019	Roseann Forbes	02/28/2019
<i>Notes:</i>				
10/4/18	Engage staff in the development of strategies to increase parent participation that will result in a list of ideas to be shared with others.	Complete 03/29/2019	Celeste Spears- Ellis	02/28/2019
<i>Notes:</i>				
10/4/18	Ensure communication plans are developed for each parent night by grade level to gain higher levels of participation	Complete 06/03/2019	Nickie Hinton	06/07/2019
<i>Notes:</i> For Each Parent Night -				
10/4/18	Provide incentives for grade levels achieving 60% or more for Parent Participation	Complete 06/03/2019	Celeste Spears- Ellis	06/07/2019
<i>Notes:</i>				
10/1/18	Create a clear outline of deliverables and expectations for each planned parent night, focusing on the instructional strategies/ knowledge Parents can be expected to leave with.	Complete 06/03/2019	Nickie Hinton	06/07/2019
<i>Notes:</i> For each planned event.				
9/29/19	Create schedule of Parent Engagement Nights for Curriculum and those purely for PTA/Family Engagement		Celeste Spears- Ellis	10/15/2019
<i>Notes:</i>				
9/29/19	Monthly newsletters will go home with each student as defined in the DCRES Staff handbook.		Grade Chairs	10/30/2019
<i>Notes:</i>				
9/29/19	Provide Parent Square Training to new employees as a means to communicate with parents.		Nickie Hinton	10/30/2019
<i>Notes:</i>				
9/29/19	Engage the Culture Committee to develop ideas on how to increase parent participation in family engagement activities related to curriculum.		Lorese Robinson	03/09/2020
<i>Notes:</i>				

9/29/19	Communicate with families about Parent Engagement Goal and Provide incentives for grade levels achieving 60% or more for Parent Participation		Marcia Reeder-Harrison	04/30/2020
<i>Notes:</i>				
9/30/19	Each parent night will provide families with activities/ materials to help their children at home.		Nickie Hinton	10/15/2020
<i>Notes:</i>				